San Luis Obispo County Community College District

EQUAL EMPLOYMENT OPPORTUNITY PLAN
2012-2015

<table>
<thead>
<tr>
<th>San Luis Obispo Campus</th>
<th>North County Campus</th>
<th>South County Center</th>
<th>Distance Education</th>
</tr>
</thead>
</table>
San Luis Obispo County Community College District Vision, Mission, and Values

Vision
Cuesta College is dedicated to accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve.

Mission
Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce.

Through dynamic and challenging learning opportunities, Cuesta College improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

Values
Access, Success, and Excellence

Mission Statement revised May 2013.
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Component 1: Introduction

The San Luis Obispo Community College District Equal Employment Opportunity Plan (Plan) was adopted by the governing board on June 6, 2012. The Plan reflects the district’s commitment to equal employment opportunity and further underscores the district’s dedication to creating a working and academic environment that welcomes all, fosters diversity and promotes excellence. Because of their educational experience in a diverse and inclusive environment, our students will be better prepared to live and work in our increasingly global society. It is the district’s belief that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment, which is welcoming to all, will foster diversity and promote excellence.

Serving as a foundation to the Plan is Board Policy 7100, Commitment to Cultural Competency: The San Luis Obispo County Community College District defines cultural competence as the ability to embrace diversity. This is demonstrated throughout the college and is reflected in employees’ ability to respond respectfully, effectively, and inclusively to diverse ideas and disparate individuals, acknowledging that to do so strengthens the learning and working environment. Exercising cultural competence includes developing one’s understanding of people’s differences, recognizing one’s biases and seeking not to be limited by them in one’s thinking and one’s actions, and challenging institutional systems and policies that sustain inequalities. The Board is committed to staff development, hiring processes and a campus environment that embody cultural competence.

The San Luis Obispo County Community College District has adopted Board Policy over the years that reinforce this focus: 1550, 1565, 1570, 1575:

1. 1550: Affirmative Action Plan, revised 1994: The Board of Trustees of the San Luis Obispo County Community College District reaffirms its commitment to affirmative action and equal employment opportunities.
2. 1565: Unlawful Discrimination, revised 2003: The policy of the San Luis Obispo County Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to the benefits of or be unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.
3. 1570: Nondiscrimination in District College Programs, revised 2000: The Board of Trustees of the San Luis Obispo County Community College District affirms that no person shall, on the basis of race, color, religious beliefs, gender, national origin, ethnicity, age, mental or physical disabilities, veteran status, sexual orientation, or
marital status be unlawfully subject to discrimination under any program or activity of the San Luis Obispo County Community College District.

4. 1575: Sexual Harassment, revised 2001: The policy of the San Luis Obispo County Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, verbal or physical conduct or communications constituting sexual harassment. Employees, students, or other persons acting on behalf of the district who engage in sexual harassment as defined in this policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsion, or termination of contract.

Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society. The Plan’s immediate focus is equal employment opportunity in its recruitment and hiring policies and practices pursuant to the applicable title 5 regulations (section 53000 et seq.) and the steps the district shall take in the event of underrepresentation of monitored groups. The Plan contains an analysis of the demographic makeup of the district’s workforce population and an analysis of whether underrepresentation of monitored groups exists. The Plan also includes the requirements for a complaint procedure for noncompliance with the title 5 provisions relating to equal employment opportunity programs; complaint procedures in instances of unlawful discrimination; establishment of an Equal Employment Opportunity Advisory Committee; methods to support equal employment opportunity and an environment which is welcoming to all1; and procedures for dissemination of the Plan. To properly serve a growing diverse population, the district will endeavor to hire and retain faculty and staff who are sensitive to, and knowledgeable of, the needs of the continually changing student body it serves.

_______________________________ 7/30/12
Signature of Superintendent/President Date

1 Diversity and equal employment opportunity are related but separate concepts. An environment that promotes principles of diversity simultaneously promotes an accepting environment for implementation of equal employment opportunity. Because of the interrelationship of diversity and EEO, Plan Component 14 is dedicated to diversity programs and projects as a way to further EEO efforts.
Component 2: Definitions

a) **Adverse Impact:** a statistical measure (such as those outlined in the EEO Commission’s *Uniform Guidelines on Employee Selection Procedures*) that is applied to the effects of a selection procedure and demonstrates a disproportionate negative impact on any group defined in terms of ethnic group identification, gender, or disability. A disparity identified in a given selection process will not be considered to constitute adverse impact if the numbers involved are too small to permit a meaningful comparison.

b) **Business Necessity:** circumstances which justify an exception to the requirements of section 53021(b)(1) because compliance with that section would result in substantial additional financial cost to the district or pose a significant threat to human life or safety. Business necessity requires greater financial cost than mere business convenience. Business necessity does not exist where there is an alternative that will serve business needs equally well.

c) **Diversity:** means a condition of broad inclusion in an employment environment that offers equality and respect for all persons. A diverse educational community recognizes the educational benefits that flow from employee populations that are varied by race, gender, disability status, belief, age, national origin, cultural background, life experience and other enriching characteristics.

d) **Equal Employment Opportunity:** means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories listed in section 53004(a). Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and that is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination by title 5, section 53000 et seq.

e) **Equal Employment Opportunity Plan:** a written document in which a district’s workforce is analyzed and specific plans and procedures are set forth for ensuring equal employment opportunity.

f) **Equal Employment Opportunity Programs:** all the various methods by which equal employment opportunity is ensured. Such methods include, but are not limited to, using nondiscriminatory employment practices, actively recruiting, monitoring and taking additional steps consistent with the requirements of section 53006.
g) (1) *Ethnic Minorities*: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks/African-Americans, and Hispanics/Latinos.

(2) *Ethnic Group Identification*: means an individual’s identification in one or more of the ethnic groups reported to the Chancellor pursuant to section 53004. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

h) *Goals for Persons with Disabilities*: a statement that the district will strive to attract and hire additional qualified persons with a disability in order to achieve the level of projected representation for that group by a target date established by taking into account the expected turnover in the workforce and the availability of persons with disabilities who are qualified to perform a particular job. Goals are not “quotas” or rigid proportions.

i) *In-house or Promotional Only Hiring*: means that only existing district employees are allowed to apply for a position, except as provided for in section 53021.

j) *Monitored Group*: means those groups identified in section 53004(b) for which monitoring and reporting is required pursuant to section 53004(a). Seven categories are included – (1) executive/administrative/managerial; (2) faculty and other instructional staff; (3) professional non-faculty; (4) secretarial/clerical; (5) technical and paraprofessional; (6) skilled crafts; and (7) service and maintenance.

k) *Person with a Disability*: any person who (1) has a physical or mental impairment as defined in Government Code, section 12926 which limits one or more of such person’s major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. A person with a disability is “limited” if the condition makes the achievement of the major life activity difficult.

l) *Projected Representation*: the percentage of persons from a monitored group determined by the Chancellor to be available and qualified to perform the work in question.

m) *Reasonable Accommodation*: the efforts made on the part of the district to remove artificial or real barriers, which prevent or limit the employment and upward mobility of persons with disabilities. “Reasonable accommodations” may include the items designated in section 53025.

n) *Screening or Selection Procedures*: any measure, combination of measures, or procedures used as a basis for any employment decision. Selection procedures
include the full range of assessment techniques, including but not limited to traditional paper and pencil tests, performance tests, and physical, educational, and work experience requirements, interviews, and review of application forms.

o) *Significantly Underrepresented Group:* any monitored group for which the percentage of persons from that group employed by the district in any job category listed in section 53004(a) is below eighty percent (80%) of the projected representation for that group in the job category in question.

p) *Target Date:* a point in time by which the district plans to meet an established goal for persons with disabilities and thereby achieve projected representation in a particular job category.

q) *Timetable:* a set of specific annual hiring objectives that will lead to meeting a goal for persons with a disability by a projected target date.
Component 3: Policy Statement

The San Luis Obispo County Community College District is committed to the principles of equal employment opportunity and will implement a comprehensive program to put those principles into practice. It is the district’s policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity, and are not subjected to discrimination in any program or activity of the district on the basis of race, color, religious beliefs, gender, national origin, ethnicity, age, mental or physical disabilities, veteran status, sexual orientation, or marital status. The district will strive to provide an environment that fosters cultural competency, cooperation, equity and free expression of ideas. An Equal Employment Opportunity Plan will be maintained to ensure the implementation of equal employment opportunity principles that conform to federal and state laws.
Component 4: Delegation of Responsibility, Authority and Compliance
[Reference - title 5, §§ 53003(c) (1) and 53020]

It is the goal of the San Luis Obispo County Community College District that all employees promote and support equal employment opportunity because equal employment opportunity requires a commitment and a contribution from every segment of the district. The general responsibilities for the prompt and effective implementation of this Plan are set forth below.

1. Governing Board - Board of Trustees

The Board of Trustees is ultimately responsible for proper implementation of the district’s Plan at all levels of district and college operation, and for ensuring equal employment opportunity as described in the Plan.

2. Chief Executive Officer – Board of Trustees

The Board of Trustees delegates to the Superintendent/President, as chief executive officer, the responsibility for ongoing implementation of the Plan and for providing leadership in supporting the district’s equal employment opportunity policies and procedures. The Superintendent/President shall advise the Board of Trustees concerning statewide policy emanating from the Board of Governors of the California Community Colleges and direct the publication of an annual report on Plan implementation. The Superintendent/President shall evaluate the performance of all administrative staff who report directly to him/her on their ability to follow and implement the Plan.

3. Equal Employment Opportunity Officer

The district has designated the Executive Director of Human Resources & Labor Relations (http://academic.cuesta.edu/humres/) as its equal employment opportunity officer who is responsible for the day-to-day implementation of the Plan. If the designation of the equal employment opportunity officer changes before this Plan is next revised, the district will notify employees and applicants for employment of the new designee. The equal employment opportunity officer is responsible for administering, implementing and monitoring the Plan and for assuring compliance with the requirements of title 5, sections 53000 et seq. The equal employment opportunity officer is also responsible for receiving complaints described in Plan Component 6 and for ensuring that applicant pools and selection procedures are properly monitored.

4. Equal Employment Opportunity Advisory Committee

The Cultural Diversity and Student Equity Committee will act as an advisory body to the equal employment opportunity officer and the district as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Cultural Diversity and Student Equity Committee shall assist in the implementation of the Plan in conformance with state and federal regulations and guidelines, monitor
equal employment opportunity progress, and provide suggestions for Plan revisions as appropriate.

5. *Shared Governance Groups*

Groups in the shared governance structure may review proposed EEO plans, policies, procedures and initiatives as appropriate and develop/support recommendations as needed.

6. *Agents of the District*

Any organization or individual, whether or not an employee of the district, who acts on behalf of the governing board with regard to the recruitment and screening of personnel, is an agent of the district and is subject to all the requirements of this *Plan*.

7. *Good Faith Effort*

The district shall make a continuous good faith effort to comply with all the requirements of its *Plan*. 
Component 5: Advisory Committee

The district has established an Equal Employment Opportunity Advisory Committee to assist the district in implementing its Plan. The Cultural Diversity and Student Equity Committee (CDSE) serves as the Equal Employment Opportunity Advisory Committee to assist the district in implementing its Plan. In the committee description for the Cultural Diversity Student Equity Committee, there are five primary tasks listed. (1) Lead the campus in promoting cultural competence (Board Policy 7100) including reviewing, developing and recommending related programs, services and college policies. (2) Serve as the Equal Employment Opportunity Advisory Committee to create, update and monitor the College’s EEO Plan. (3) Plan, implement and assess training programs and learning activities, related to cultural competence/diversity issues. (4) Assign a liaison and collaborate with the Research Committee to assess the extent of student equity (as defined by C.C.C. System’s Office) and to recommend strategies for improvement. (5) Assign a liaison with the Cultural Center (Student Life and Leadership) to facilitate collaboration on joint diversity training and learning activities.

Committee composition for the Cultural Diversity Student Equity Committee is outlined in the Cuesta College Committee Membership List as published by the President’s Office.

The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee may sponsor events, training, or other activities that promote equal employment opportunity, nondiscrimination, retention and diversity. The equal employment opportunity officer shall train the advisory committee on equal employment compliance and the Plan itself. The committee shall include a diverse membership whenever possible. A substantial good faith effort to maintain a diverse membership is expected. If the district has been unable to meet this requirement, it will document that efforts were made to recruit advisory committee members who are members of monitored groups.
Component 6: Complaints

[Reference - title 5, §§ 53003(c) (2), 53026 and 59300 et seq.]

1) Complaints Alleging Violation of the Equal Employment Opportunity Regulations (Section 53026). The district has established the following process permitting any person to file a complaint alleging that the requirements of the equal employment opportunity regulations\(^2\) have been violated. Any person who believes that the equal employment opportunity regulations have been violated may file a written complaint describing in detail the alleged violation. All complaints shall be signed and dated by the complainant and shall contain, to the best of the complainant’s ability, the names of the individuals involved, the date(s) of the event(s) at issue, and a detailed description of the actions constituting the alleged violation. Complaints involving current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than sixty (60) days after such occurrence unless the complainant can verify a compelling reason for the district to waive the sixty (60) day limitation. Complaints alleging violations of the Plan that do not involve current hiring processes must be filed as soon as possible after the occurrence of an alleged violation and not later than ninety (90) days after such occurrence unless the violation is ongoing. A complainant may not appeal the district’s determination pursuant to section 53026 to the Chancellor’s Office, but under some circumstances, violations of the equal opportunity regulations in title 5 may constitute a violation of a minimum condition for receipt of state aid. In such a case, a complaint can be filed with the Chancellor’s Office, but the complainant will be required to demonstrate that he/she made previous reasonable, but unsuccessful, efforts to resolve the alleged violation at the college and/or district level using the process provided by section 53026. (See California Community Colleges Chancellor’s Office Guidelines for Minimum Conditions Complaints at: http://www.cccco.edu/divisions/legal/guidelines/Guidelines%20for%20Minimum%20Conditions%20Complaints.htm.

The district may return without action any complaints that are inadequate because they do not state a clear violation of the EEO regulations. All returned complaints must include a district statement of the reason for returning the complaint without action.

The complaint shall be filed with the equal employment opportunity officer. If the complaint involves the equal employment opportunity officer, the complaint may be filed with the Superintendent/President. To the extent practicable, a written determination on all accepted written complaints will be issued to the complainant within ninety (90) days of the filing of the complaint. The equal employment opportunity officer will forward copies of all written complaints to the Chancellor’s Office upon receipt.

\(^2\) The equal employment opportunity regulations are found in California Code of Regulations, title 5, section 53000 et seq.
In the event that a complaint filed under section 53026 alleges unlawful discrimination, it will be processed according to the requirements of section 59300 et seq.

2) Complain Alleging Unlawful Discrimination or Harassment (Section 59300 et seq.) The district has adopted procedures for complaints alleging unlawful discrimination or harassment. The Executive Director of Human Resources & Labor Relations is responsible for receiving such complaints and for coordinating their investigation. The district’s discrimination and sexual harassment complaint procedures are as follows:

**Board Policy: 1565: Unlawful Discrimination**

The policy of the San Luis Obispo County Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to the benefits of or be unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability in any program or activity that is administered by, funded directly by, or that receives any financial assistance from the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the San Luis Obispo County Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.

Employees, students, or other persons acting on behalf of the district who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including discharge, expulsion, or termination of contract.

**Board Policy: 1575: Sexual Harassment**

The policy of the San Luis Obispo County Community College District is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, verbal or physical conduct or communications constituting sexual harassment. Employees, students, or other persons acting on behalf of the district who engage in sexual harassment as defined in this policy or by state or federal law shall be subject to discipline, up to and including discharge, expulsion, or termination of contract.

Further information on Board Policy 1565 and 1575 can be found at http://academic.cuesta.edu/president/BRDPOLREV08.HTM
Component 7: Notification to District Employees

[Reference - title 5, § 53003(c)(3)]

The commitment of the Board of Trustees and the Superintendent/President to equal employment opportunity is emphasized through the broad dissemination of its Equal Employment Opportunity Policy Statement and the Plan. The policy statement will be printed in the college catalogs and class schedules. The Plan and subsequent revisions will be distributed to the district’s Board of Trustees, the Superintendent/President, administrators, the academic senate leadership, union representatives and members of the District Equal Employment Opportunity Advisory Committee. The Plan will be available on the district’s website, and when appropriate, may be distributed by e-mail. Each year, the district office will provide all employees with a copy of the board’s Equal Employment Opportunity Policy Statement (located in Plan Component 3 of this Plan) and written notice summarizing the provisions of the district’s Equal Employment Opportunity Plan. The Human Resources Department will provide all new employees with a copy of the written notice described above when they commence their employment with the district. The annual notice will contain the following provisions:

1) The importance of the employee’s participation and responsibility in ensuring the Plan’s implementation and;

2) The locations where complete copies of the Plan are available, including in every campus library, on the district’s public internet and intranet sites, the Office of the Superintendent/President, the Office of Human Resources, and each department office.
Component 8: Training for Screening/Selection Committees
[Reference - title 5, § 53003(c)(4)]

Any organization or individual, whether or not an employee of the district, who is involved in the recruitment and screening/selection of personnel shall receive appropriate training on the requirements of the title 5 regulations on equal employment opportunity (section 53000 et. seq.); the requirements of federal and state nondiscrimination laws; the requirements of the district’s Equal Employment Opportunity Plan; the district’s policies on nondiscrimination, recruitment, and hiring; principles of diversity and cultural proficiency; the value of a diverse workforce; and recognizing bias. Persons serving in the above capacities will be required to receive training within the 12 months prior to service. This training is mandatory; individuals who have not received this training will not be allowed to serve on screening/selection committees. The Equal Employment Opportunity Office is responsible for providing the required training. Any individual, whether or not an employee of the district, acting on behalf of the district with regard to recruitment and screening of employees is subject to the equal employment opportunity requirements of title 5 and the district’s Equal Employment Opportunity Plan.

Component 9: Annual Written Notice to Community Organizations
[Reference - title 5, § 53003(c)(5)]

The equal employment opportunity officer will provide annual written notice to appropriate community-based and professional organizations concerning the Plan. The notice will inform these organizations that they may obtain a copy of the Plan, and shall solicit their assistance in identifying diverse qualified candidates. The notice will include a summary of the Plan. The notice will also include the internet address where the district advertises its job openings and the names, departments and phone numbers of individuals to call in order to obtain employment information. The district will actively seek to reach those institutions, organizations, and agencies that may be recruitment sources. A list of organizations, which will receive this notice, is attached to this Plan. This list may be revised from time to time as necessary.

3 See title 5, § 53020(c).
Component 10: Analysis of District Workforce and Applicant Pool

[Reference - title 5, § 53003(c)(6)]

The Human Resources Department will annually survey the district’s workforce composition and shall monitor applicants for employment on an ongoing basis to evaluate the district’s progress in implementing the Plan, to provide data needed for the reports required by this Plan and to determine whether any monitored group is underrepresented. Monitored groups are men, women, American Indians/Alaskan Natives, Asians or Pacific Islanders, Blacks/African-Americans, Hispanics/Latinos, Caucasians, and persons with disabilities.

For purposes of the survey and report each applicant or employee will be afforded the opportunity to voluntarily identify her or his gender, ethnic group identification and, if applicable, her or his disability. Persons may designate as many ethnicities as they identify with, but shall be counted in only one ethnic group for reporting purposes. This information will be kept confidential and will be separated from the applications that are forwarded to the screening/selection committee and hiring administrator(s). This survey will be done for each college in the district. The district will annually report to the Chancellor the results of its annual survey of employees. At least every three years the Plan will be reviewed and, if necessary, revised based on an analysis of the ethnic group identification, gender, and disability composition of existing staff and of those who have applied for employment in each of the following identified job categories:

1) Executive/Administrative/Managerial
2) Faculty and other Instructional Staff
3) Professional Non-faculty
4) Secretarial/Clerical
5) Technical and Paraprofessional
6) Skilled Crafts
7) Service and Maintenance

The district’s workforce and applicant analyses follow.
District Office/College Workforce Analysis

The table on the following page identifies the district’s employees by job classification and monitored group. The gender breakdown of the current workforce of regular employees is 42.6% male and 57.4% female. The gender distribution for part-time faculty is 43.2% and 56.8% respectively.

The monitored ethnic groups represent a total of 8.67% of the regular (non-part-time) population; 1.36% of the current regular employees have identified that they have a disability. 7.24% of the part-time faculty are members of monitored ethnic groups.

Not uncommonly, females dominate the secretarial/clerical job classifications, while males dominate the service and maintenance job classifications. More surprisingly, the genders are equally distributed among full-time faculty. Females predominate among the part-time faculty, professional non-faculty, and technical/paraprofessional classifications.
### Cuesta College

**Workforce Analysis**

**Fall 2011**

<table>
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<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>American Indian/Alaskan Native</th>
<th>Black/African American</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic/Latino</th>
<th>White</th>
<th>Other/Unknown Race/Sex</th>
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<td>Exec/Admin</td>
<td>28</td>
<td>14</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Professional/Non-faculty</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>122</td>
<td>13</td>
<td>109</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>10</td>
<td>89</td>
<td>15</td>
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<tr>
<td>Technical and Paraprofessional</td>
<td>79</td>
<td>31</td>
<td>48</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>57</td>
<td>11</td>
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<tr>
<td>Skilled Craft</td>
<td>16</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>2</td>
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<tr>
<td>Service and Maintenance</td>
<td>44</td>
<td>40</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>12</td>
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<tr>
<td>Faculty–Full-Time</td>
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<td>72</td>
<td>79</td>
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<td>2</td>
<td>1</td>
<td>12</td>
<td>121</td>
<td>12</td>
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<tr>
<td>Faculty–Part-Time</td>
<td>359</td>
<td>155</td>
<td>204</td>
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<td>3</td>
<td>0</td>
<td>21</td>
<td>293</td>
<td>32</td>
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<tr>
<td>Persons with Disabilities</td>
<td>15</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Analysis of Applicant Pools

The following tables identify job applicants by job classification and monitored groups for the years 2009-10 and 2010-11. These years coincide with the implementation of the district’s two personnel databases: Banner for current employees and PeopleAdmin for job applicants. (The district did not maintain aggregate applicant data prior to 2009, in part due to the unavailability of workforce data from the Chancellor’s Office.)

Applicants for secretarial/clerical positions were predominantly female, while males dominate the skilled crafts and service and maintenance classifications. The female to male ratio in the Professional/Non-faculty group is more than two to one; however, since this is such a small group of employees, there may be no significance to the numbers. The technical/paraprofessional category also contains more females than males, both in the current employee group and the applicant group. Males are more numerous than their female counterparts in full-time faculty positions; this is particularly true in the 2010-11 applicant pool. However, their greater numbers among the part-time applicant pool in 2010-11 have apparently not translated into positions. Among executives and administrators, female applicants are only half as numerous as male applicants, while they are equally represented among the current employee group. One should be careful, however, in trying to draw any conclusions from the preceding data without further analysis.

With regard to ethnic group diversity, the raw number of Asian/Pacific Islander applicants has increased noticeably, but is not a statistically significant number and has had little significance in terms of their percentage of the current workforce.

The biggest gain in applicants has been among female Hispanic/Latino applicants, particularly for secretarial/clerical positions, where the number almost tripled from 2009-10 to 2010-11. This may reflect the changing demographics in San Luis Obispo County, which is largely the area from which this pool is drawn. The number of such applicants for service/maintenance positions also tripled, however the overall number of applicants tripled as well. Conversely, the number of Hispanic/Latino applicants for technical/paraprofessional positions decreased, even when you take the overall decrease in applicants for these positions into account. And, the number of Hispanic/Latino applicants for skilled crafts positions dropped precipitously, however there were few such positions available in 2010-11 as opposed to 2009-10. Finally, although the number of Hispanic/Latino applicants for part-time faculty positions held steady, their percentage of total applications for those positions dropped dramatically, while their percentage for full-time faculty positions increased by a couple of percentage points. Without further analysis, it would be difficult to draw any conclusions regarding the effect of these changes on the current workforce, but this is certainly a group that will merit further monitoring for the next report.

The number of Black/African-American male applicants almost doubled from 2009-10 to 2010-11, while the number of female applicants in that group declined slightly. However, the overall
increase in male applicants is small and the percentage in the current workforce similarly small, making it difficult to attach any significance to the change. It does beg the question as to why there are so few Black/African-Americans among applicants and the current workforce. Future efforts to address under-representation should be aimed at determining the reasons behind these numbers. Certainly, local demographics and culture could play a part, but that should not be a factor for statewide recruitments, such as those for executives/administrators and full-time faculty.
## Cuesta College
### Analysis of Applicant Pool
#### 2009-2010

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>American Indian/Alaskan Native Male/Female</th>
<th>Black/African-American Male/Female</th>
<th>Asian/Pacific Islander Male/Female</th>
<th>Hispanic/Latino Male/Female</th>
<th>White Male/Female</th>
<th>Other/Unknown Race/Sex</th>
<th>Persons w/ Disabilities Male/Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>261</td>
<td>164</td>
<td>88</td>
<td>3/3</td>
<td>12/13</td>
<td>17/4</td>
<td>20/15</td>
<td>111/57</td>
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<tr>
<td>Professional/Non-faculty</td>
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<td>45</td>
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<td>0/0</td>
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<td>14/28</td>
<td>1/5</td>
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<td>Secretarial/Clerical</td>
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<td>867</td>
<td>11/20</td>
<td>5/30</td>
<td>13/31</td>
<td>46/103</td>
<td>137/652</td>
<td>18/53</td>
<td>10/13</td>
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<tr>
<td>Technical and Paraprofessional</td>
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<td>299</td>
<td>6/9</td>
<td>5/9</td>
<td>12/7</td>
<td>53/44</td>
<td>117/204</td>
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<td>2/4</td>
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<tr>
<td>Skilled Crafts</td>
<td>163</td>
<td>158</td>
<td>2</td>
<td>3/0</td>
<td>0/0</td>
<td>3/1</td>
<td>22/0</td>
<td>127/1</td>
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<tr>
<td>Service and Maintenance</td>
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<td>208</td>
<td>21</td>
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<td>6/4</td>
<td>7/3</td>
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<tr>
<td>Faculty–Full-time</td>
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<td>69</td>
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<td>5/1</td>
<td>47/49</td>
<td>14/7</td>
<td>1/2</td>
</tr>
<tr>
<td>Faculty–Part-Time</td>
<td>216</td>
<td>121</td>
<td>83</td>
<td>0/2</td>
<td>4/7</td>
<td>9/3</td>
<td>22/8</td>
<td>80/63</td>
<td>10/3</td>
<td>5/1</td>
</tr>
</tbody>
</table>
## Cuesta College
### Analysis of Applicant Pool
#### 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>American Indian/Alaskan Native Male/Female</th>
<th>Black/African-American Male/Female</th>
<th>Asian/Pacific Islander Male/Female</th>
<th>Hispanic/Latino Male/Female</th>
<th>White Male/Female</th>
<th>Other/Unknown Race/Sex</th>
<th>Persons w/ Disabilities Male/Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>194</td>
<td>114</td>
<td>76</td>
<td>2/3</td>
<td>6/6</td>
<td>7/2</td>
<td>16/7</td>
<td>82/55</td>
<td>1/3</td>
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</tr>
<tr>
<td>Professional/Non-faculty</td>
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<td>34/5</td>
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</tr>
<tr>
<td>Secretarial/Clerical</td>
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<td>1199</td>
<td>11/34</td>
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<td>25/55</td>
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<td>179/864</td>
<td>79/68</td>
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<tr>
<td>Technical and Paraprofessional</td>
<td>406</td>
<td>116</td>
<td>284</td>
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<td>1/9</td>
<td>7/7</td>
<td>18/46</td>
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<tr>
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<td>0/0</td>
<td>1/1</td>
<td>3/5</td>
<td>0/0</td>
<td>1/0</td>
</tr>
<tr>
<td>Service and Maintenance</td>
<td>658</td>
<td>597</td>
<td>37</td>
<td>22/1</td>
<td>15/0</td>
<td>27/1</td>
<td>125/6</td>
<td>409/30</td>
<td>26/1</td>
<td>10/1</td>
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<tr>
<td>Faculty–Full-time</td>
<td>831</td>
<td>473</td>
<td>283</td>
<td>9/3</td>
<td>26/11</td>
<td>57/24</td>
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<td>308/199</td>
<td>25/15</td>
<td>13/3</td>
</tr>
<tr>
<td>Faculty–Part-Time</td>
<td>509</td>
<td>182</td>
<td>306</td>
<td>2/13</td>
<td>9/12</td>
<td>17/24</td>
<td>18/30</td>
<td>114/191</td>
<td>13/24</td>
<td>1/4</td>
</tr>
</tbody>
</table>
Component 11: Analysis of Degree of Underrepresentation and Significant Underrepresentation.

Not included – completion of this component is dependent on availability data from the Chancellor’s Office, which is not forthcoming
[Reference - title 5, § 53003(c)(7)]

Component 12: Methods to Address Underrepresentation

Not included – completion of this component is dependent on availability data from the Chancellor’s Office, which is not forthcoming
[Reference - title 5, § 53003(c)(8)]

Component 13: Additional Steps to Remedy Significant Underrepresentation

Not included – completion of this component is dependent on availability data from the Chancellor’s Office, which is not forthcoming
[Reference - title 5, § 53003(c)(9) and 53006]
Component 14: Other Measures Necessary to Further Equal Employment Opportunity

[Reference - title 5, § 53003(c)(10)]

The district recognizes that multiple approaches are appropriate to fulfill its mission of ensuring equal employment opportunity and the creation of a diverse workforce. Equal employment opportunity means that all qualified individuals have a full and fair opportunity to compete for hiring and promotion and to enjoy the benefits of employment with the district. Equal employment opportunity should exist at all levels and in all job categories. Ensuring equal employment opportunity also involves creating an environment that fosters cooperation, acceptance, democracy, and free expression of ideas and is welcoming to men and women, persons with disabilities, and individuals from all ethnic and other groups protected from discrimination. To that end, in addition to the steps to address underrepresentation and/or significant underrepresentation, the district implemented Anti-Defamation League’s “No Place for Hate” in Fall 2010. Having a campus that has accepted principles of diversity and multiculturalism can make implementation and maintenance of an effective equal employment opportunity program much easier. For that reason, institutionalizing a diversity program that is well planned out, well funded, and supported by the leadership of the district is of great value. The district will sponsor cultural events and speakers on issues dealing with diversity, and explore how to infuse diversity into the classroom and curriculum. The district will promote the concept of cultural proficiency and it will develop an evaluation form that integrates diversity into the evaluation of employees. The district will also promote learning opportunities and personal growth in the area of diversity and evaluate how the physical environment can be responsive to its diverse employee and student populations. In implementing a diversity program, the district may do the following:

1) Maintain its commitment to the Cultural Diversity and Student Equity Committee and No Place for Hate and ensure that both will be supported by the district and campus leadership.

2) Conduct diversity dialogues, forums, and cross-cultural workshops.

3) Involve guest speakers from underrepresented groups who are in leadership positions and who may engage both students and employees.

4) Highlight the district’s equal employment opportunity and diversity policies in job announcements and in its recruitment, marketing, and other publications. Include in job announcements language indicating that candidates are required to demonstrate that they can infuse diversity into their major job duties.
5) Conduct campus climate studies to identify areas for attention.

6) Review and revise college/district publications and other marketing tools to reflect diversity in pictures, graphics, and text to project an inclusive image.

7) Offer a series of Equal Employment Opportunity/diversity workshops for faculty and staff.

8) Evaluate administrators yearly on their ability and efforts to meet the district’s equal employment opportunity and diversity efforts.

9) Maintain an Equal Employment Opportunity online presence on the district’s website by highlighting the district’s diversity and equal employment opportunity, ADA, sexual harassment and nondiscrimination policies, procedures and programs on the district’s website. The website will also list contact persons for further information on all of these topics.

10) Promote various cultural celebrations on campus.

11) Recognize multilingualism and knowledge of multiculturalism as a desired, and when appropriate, required skill and qualification for community college employees.

12) Maintain No Place for Hate designation that is visible and valued.

13) Promote leadership opportunities, such as the Latina Leadership Network, for staff, faculty and students.

14) Seek direct contact with student, professional, community and other organizations that represent the diverse community we serve. These organizations can serve as resources for referring potential candidates.
Component 15: Persons with Disabilities: Accommodations and Goals for Hiring

Not included – completion of this component is dependent on availability data from the Chancellor’s Office, which is not forthcoming

[Reference - title 5, § 53003(d), 53025]

Component 16: Graduate Assumption Program of Loans for Education

Reference - Education Code §§ 87106, 69618 et seq.

1. The district will encourage community college students to become qualified for, and seek employment as higher education employees through college work-study programs.

2. The district shall continue a collaborative relationship with Cal Poly, San Luis Obispo to provide graduate student volunteer intern opportunities - to assist the interns in completing their graduate studies and preparing themselves to become higher education employees.

3. The district will inform graduate students in local colleges and universities about the benefits of employment in higher education through participation in area job fairs and similar employee recruitment events.
Appendix A

Organizations for Annual Written Notice Per Component 9

Ed Join
CCC Registry
Inside Higher Ed
Higher Ed Jobs
Cal Poly Mustang Jobs
cal.jobs.ca.gov
Atascadero News
Paso Robles Press
Latina Leadership Network
Gay And Lesbian Alliance of the Central Coast (GALA)
Parents, Families and Friends of Lesbians and Gays (PFLAG)